## Assistive Technology Consideration Resource Guide

Il information in this guide is provided to assist teams in considering assistive technology (AT) in the development, review, and/or revision of a student's individual educational program (IEP). This document provides a starting point for teams to identify potential assistive technology solutions within specific areas of the curriculum. This guide is not prescriptive; the IEP team must identify all necessary assistive technology devices and services for each student individually, using a framework that considers the student, the environment and the tasks.

he assistive technology devices listed in this document are included to provide examples of different types of assistive devices that may be required in order for students with disabilities to access a free and appropriate public education. This document does not include all assistive technology devices within each category and inclusion of a particular device does not constitute endorsement by the Arizona Department of Education. Additional devices may be added to the document by emailing suggestions to <a href="mailto:atinfo@azed.gov">atinfo@azed.gov</a>.

Many of the items referenced in this guide area are available for checkout from the Arizona Department of Education/Exceptional Student Services' AT Loan Library. FAQs about the loan program as well as copies of the forms needed to join and check out devices can be found at the back of this resource guide. For additional information about the AT loan program, please contact us at <a href="mailto:atloanlibrary@nau.edu">atloanlibrary@nau.edu</a>, or call 928-523-6759 or toll-free at 877-523-6759.

The Arizona Department of Education/Exceptional Student Services wishes to thank the Georgia Project for Assistive Technology (GPAT) for its generosity in allowing for the revision and distribution of their resource guide. For additional assistive technology resources from GPAT, visit their website at <a href="https://www.gpat.org">www.gpat.org</a>.